History of Civilization II
Bill Hayes – Adjunct Professor
HIS 106 - 3 credits

Execution of Louis XVI

Doane College – Lincoln Campus
Autumn term, August 19 to October 19, 2013

Location and Times:
Doane College: Lincoln Campus, Room TBA, Tuesdays 06-10:30 p.m.

Description:
This course is an analysis of the development of civilization in Europe and elsewhere. Particular attention will be paid to the evolution of a modern mindset. This course focuses on the theme of how human perceptions changed over time—a key component of the very notion of “civilization.” As a result of this course, students will gain an understanding of Western and nonwestern heritage’s in terms of their origins, development, values, and distinctive qualities. Students will also gain an understanding
of the social, political, economic, religious, and aesthetic forces and how they affect us. First term covers 3500 B.C.E. to 1715; Second term covers 1715 to the present.

**Instructor: Bill Hayes, Adjunct Professor:** University of Nebraska-Lincoln, BS in Secondary Education; University of Nebraska-Omaha, MA in History; Sixty hours of additional study beyond the masters degree. Retired May 30, 2004 from teaching 36 years at Omaha Westside High School and 2 years at Nebraska City High School in the subjects of World History, AP European History, Global Geography, Civics, Nebraska History, American History, Economics, and Anthropology. Recently subbed in Lincoln and Westside Public Schools. Has taught Cultural Anthropology and Western Civilization I and II at Doane College-Lincoln since the fall of 2004.

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E-mail: billd@hayes.org.

**Textbook Materials:**

Required:


**Course Objectives:**

After completing the course instruction, the student should have a heightened awareness of the nature of civilization, its economic, social, religious, political, and aesthetic components, and the forces contributing to its rise and fall. More specifically, the content will be structured around the following content:

1. Identify the nature of civilizations that have developed in the past and how they have affected the modern world.
2. Develop an awareness of the role Absolutism, the Enlightenment, and the Scientific Revolution played in the coming of the age of political revolutions.
3. Know the nature of revolution and the impact of revolution on modern political development.
4. Identify the effect of the reaction to revolution on Europe and the rest of the world.
5. View the lasting impacts of the Industrial Revolution in European daily life.
6. Understand how Nationalism and Imperialism led to World War I and World War II.
7. Analyze the causes and consequences of the Cold War, the Independence Movement, and the end of Communism.
8. Comprehend the changes in the modern world due to science, technology, and culture.
9. Understand the nature of postmodernism in politics, economics, culture, and religion.
Assessment of Student Performance and Grading:

Students will be able to obtain a total of 590 points from assignments, discussions and examinations conducted during the course. The breakdown for the number of points that a student may earn, as an example, is as follows:

- Mid-term Examination 100 points
- Final Examination 100 points
- Dynasty Assignment 100 points
- Most Negative Impact (of a Dictator) Assignment 100 points
- Participation in Class 80 points
- Weekly Reading quizzes. Assigned chapters should be read on the day it is to be discussed in class (including the first day) 120 points

Summary of Examinations and Assignments:

Mid-term Examination: (Tuesday, September 17, Week 5) The exam will consist of essays and short answer questions that will cover the early content of the course. This portion of the exam will be a take home test. The In-class mid-term exam: This will be an objective test.

Final Examination: (Tuesday, October 8, Week 8) The exam will consist of essays and short answer questions that will cover the later content of the course. This portion of the exam will be a take home test. The In-class final will be an objective test.

Dynasty Assignment: Due Week 4, students will pick one of the dynasties mentioned in chapter 18 of the text (Bourbon, Hapsburg, Hohenzollern, Romanov, or Hanoverian / Windsor. The question for the essay will be, “What was the greatest of contribution of the ______________ Dynasty to the modern world? In answering the question, the student should start with an introduction to the topic (location, origin, major leadership personalities, religion, etc.), find three examples from among the political, social, economic, religious, or aesthetic activities of that Dynasty, present a rational for his or her selection as the most important contribution, and end with a summary style conclusion. (Paper length should be no greater than 7 pages plus an annotated bibliography. Students should consult the text plus two other sources--one of which should be a book and one that may come from the Internet.).

Document interpretation: Due Week 7, Instead of writing a second essay, the student will interpret five short readings on the general topic of “Dictatorships and the Second World War.” Each essay will have two to four questions and then there will be three comparative questions that will contrast Hitler’s and Stalin’s regimes. Copies of the readings will be handed out the first class.
Example of an annotated bibliography:


This source analyzed the ancient civilizations found in the Middle East. It put special emphasis on the role that religions played in the development of civilizations. Pp. 6-49

Course Policies:

**Attendance:** Student attendance at all class meetings is expected. If a student will be unable to attend a class meeting, it is the responsibility of the student to notify the instructor and perform any necessary makeup or additional assignments given to the student by the instructor. Students should obtain class notes from a fellow classmate, and the absent student is responsible for all material covered on the day of the absence. **Two or more unexcused absences may result in a failing grade.**

**Grading Scale:**

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**Late Assignments:** Assignments that are turned in late during the duration of the course after **Tuesday, October 15** are downgraded by one letter grade. For each additional week the assignment is late, an additional letter grade is reduced off the original score given. All assignments must be completed and handed in by **October 19** to receive any credit. **Any exceptions to this policy must be agreed upon in advance by the instructor and the student.**

**Academic Integrity:** The Doane College Academic Integrity Policy will be adhered to in this class. All projects and tests will represent your own work. Any use of others’ ideas and words without proper citation of sources is plagiarism and will result in penalties to be determined by the instructor and/or the dean of undergraduate studies.

**Format of Writings:** All assignments should be typed, double spaced, with one-inch margins, and using a font no larger than 12 pt. in Helvetica, Times New Roman, Arial or Courier. **AVOID THE USE OF THE FIRST PERSON.** If you have any questions regarding this requirement please contact your instructor.
Date list: Identify the events that match the dates below:

Ancient History -- 4000 B.C. to 1000 B.C.

Classical History--1000 B.C. to 500 A.D.

Medieval History--500 A.D. to 1500 A.D.

Modern History -- 1500 A.D. to the present.

Contemporary History -- 1944 A.D. to the present.

Continued on next page.
History 106—Hayes; Rubric for Dynasty Essay:

“What was the greatest contribution of the ______________________________ Dynasty to the modern world?”

In answering the question, the student should:

- start with an introduction to the topic giving background information (including time period in history, location, origin, major leadership personalities, religion, etc.), and an indication of the three most important contributions to be analyzed while picking the most important contribution.
- find three examples from each of the political, social, economic, religious, or aesthetic activities of that Dynasty;
- present a rational for his or her selection of the most important contribution.
- write a summary style conclusion consisting of a restatement of the answer, highlights from the rational, and a statement of insight (if any) acquired in writing the essay.

Paper length should be no greater than 7 pages plus an annotated bibliography.

- Students should consult the text plus two other sources—one should be a book and one that may come from the Internet.

Title page (5)—title, student name, course, and instructor.

Introduction (15) Background information, answer to the question and indication of the three examples to be discussed.

Body (45) Three examples from among of the political, social, economic, religious, or aesthetic activities of that Dynasty.

Rationale for outstanding contribution (10)

Conclusion (5) Restatement of the answer, highlights from the rational, and a statement of insight (if any) acquired in writing the essay.

Annotated Bibliography. (10) Three sources minimum. Example:


This source analyzed the ancient civilizations found in the Middle East. It put special emphasis on the role that religions played in the development of civilizations. pp. 6-49.

General format—a word processed, double-spaced, use of spell checker, grammar, avoidance of first person, etc. (10)
History 106 - Hayes; Dictators and the Second World War:

Students will be given five documents that will have 2-4 specific questions to be answered.

1. From the perspective of the state, what purposes would be served by arresting and torturing Vladimir Tchernavin?
2. What incentives could Tchernavin have for resisting, and what might convince him to comply with the interrogator?
3. Based on your reading of this account, what relationship did truth and guilt have in the Stalinist justice system?

1. What are Hitler’s main suggestions for the propagandist who wants to be successful? How does it affect your evaluation of the passage to know that it took him almost ten more years to gain power?
2. What does Hitler’s conception of who matters in society reveal about his attitudes toward both the powerful and the average members of society?

1. From these laws, what can you conclude about Nazi attitudes toward women and marriage?
2. What do these laws suggest about the basis of personal and national identity in the Nazi mind-set?

Document 4: Winston Churchill: Speech Before the House of Commons, June 18, 1940.
1. What reason would Churchill have for mentioning the United States specifically in the last paragraph? For what audiences might this speech be intended?
2. What could this speech reveal about Churchill’s attitude toward the British citizenry, and the concept of democratic rule in general?
3. What are the advantages and disadvantages Churchill sees facing the British war effort? How convincing do you find his assessment of the situation, and why?

1. What issues did the ghettoization of Czernowitz’s Jewish population raise, for Jews and non-Jews alike?
2. Traian Popovici obviously opposed the policies he carried out. What options did he have in the face of Nazi orders?
3. Whom does Popovici see as the worst offenders during the ghettoization, and why?
4. What are some reasons why Popovici may not have heard of the segregation until it was well under way?
Comparative Questions?

1. What similarities can you see between German and Soviet attitudes toward their citizens, and how might this contrast with the British attitude expressed by Churchill?

2. After reading Hitler’s definition of effective propaganda, apply it to Churchill’s speech. Where does it seem Churchill agrees with Hitler’s principles, and where does it seem he departs from them?

3. Based on your reading of the first and last documents, which dictatorship, Stalin’s or Hitler’s took greater steps to transform their societies?

Title page - title, student name, instructor, course, and date.

General format-- word-processed, double-spaced, use of spell checker, grammar, avoidance of first person, etc.

Bibliography will be a statement of titles of the articles and their source.
The Impact of the __________ Dynasty on the Modern World

A Paper Presented to:

Adjunct Professor, Bill Hayes

In partial fulfillment of the requirements for:

History of Civilization II - HIS 106

Autumn Term, 2012

September 10, 2013
Dictatorships and the Second World War

An Assignment Presented to:
Adjunct Professor, Bill Hayes

In partial fulfillment of the requirements for:
History of Civilization II - HIS 106

Autumn Term, 2012
October 1, 2013
History of Civilization II (HIS 106 - 3 credits--B. Hayes)
Course Schedule and Readings:

Dynasty Assignment given out.

Video: Napoleon.

Video: Bismarck (United Learning).
Document interpretation questions and answers are due.

Video: Man Who Would Be King.
Dynasty Assignment Due.

Video: All Quiet on the Western Front. Video: Gandhi.


Final Examination Essay Questions Handed Out.
Document interpretation questions and answers are due.

Week 8, October 8, 2013 -- Final Examination and Final Examination Essay Questions are due.